

Introducing TUSK to Enhance One Health Teaching and Learning and Capacity Building.

Susan Albright

Director, Technology for Learning in the Health Sciences

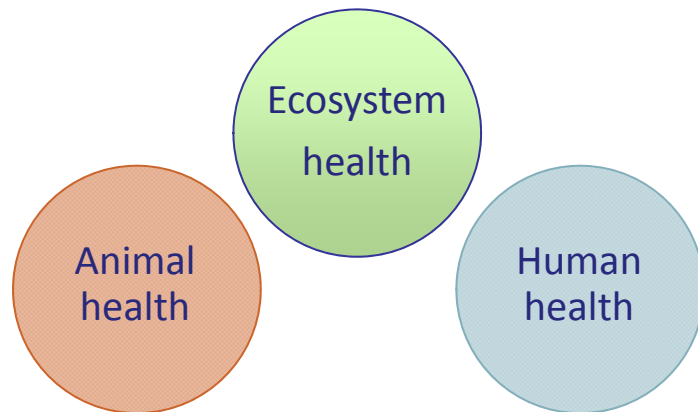
Mark Bailey

Manager User Support Services



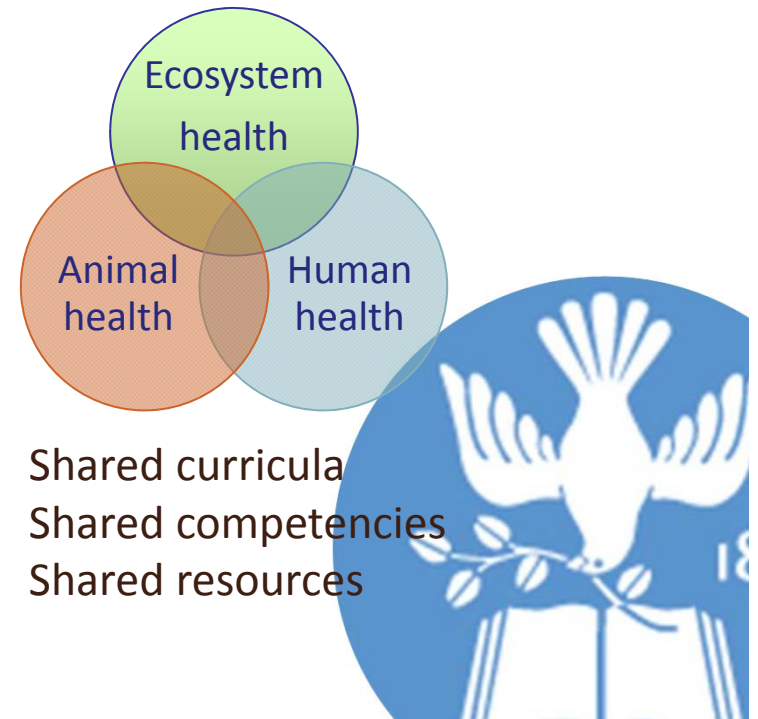
Health education

Now (disciplinary “silos”)



Separate curricula
Separate competencies
Separate resources

Future (“One Health”)



Shared curricula
Shared competencies
Shared resources

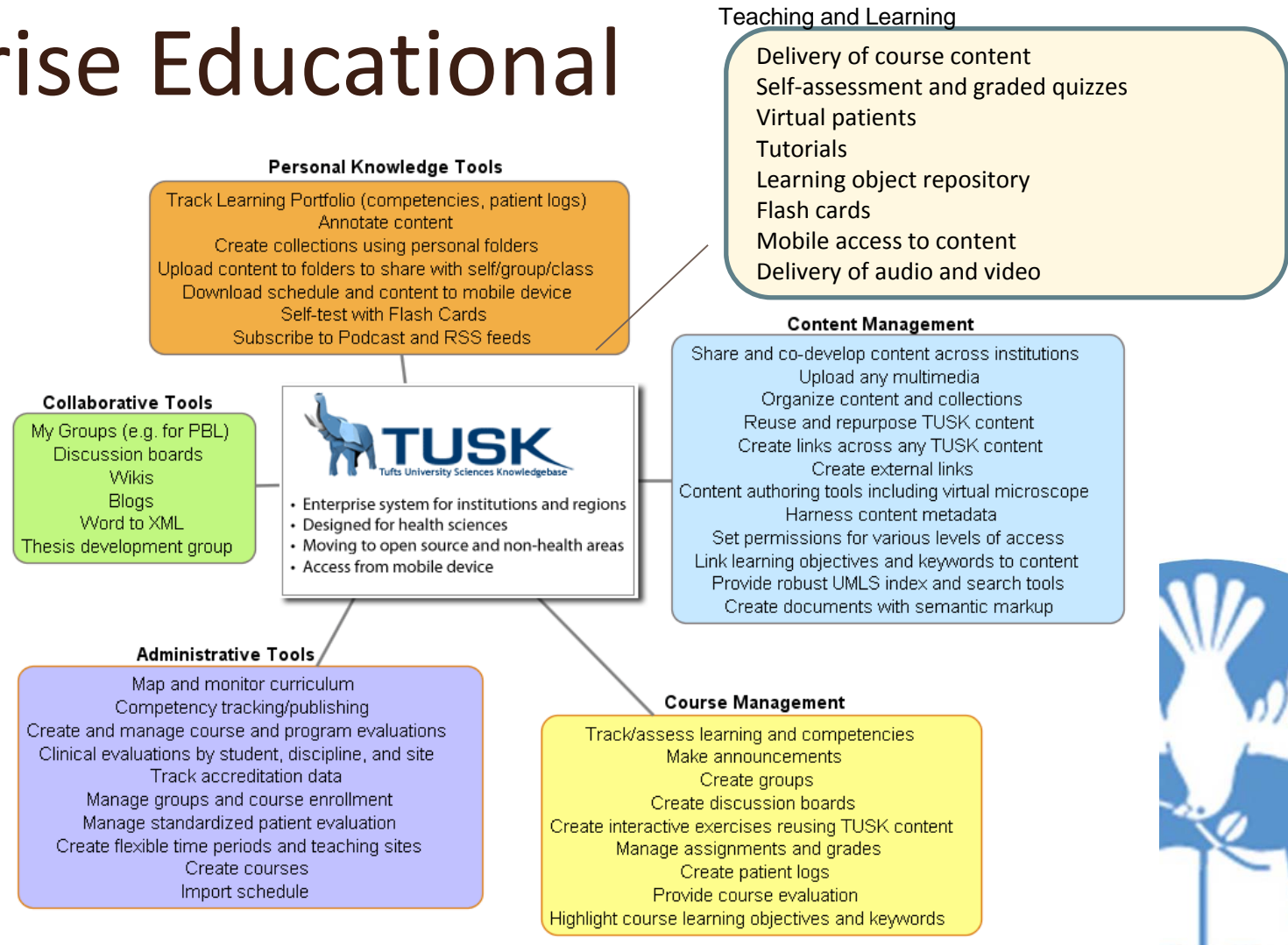


TUSK Functions

Tufts University Sciences Knowledgebase

- Tools for Active Learning
- Knowledge Management
- Curriculum Management
- Competency Based Education
- Mobile Learning

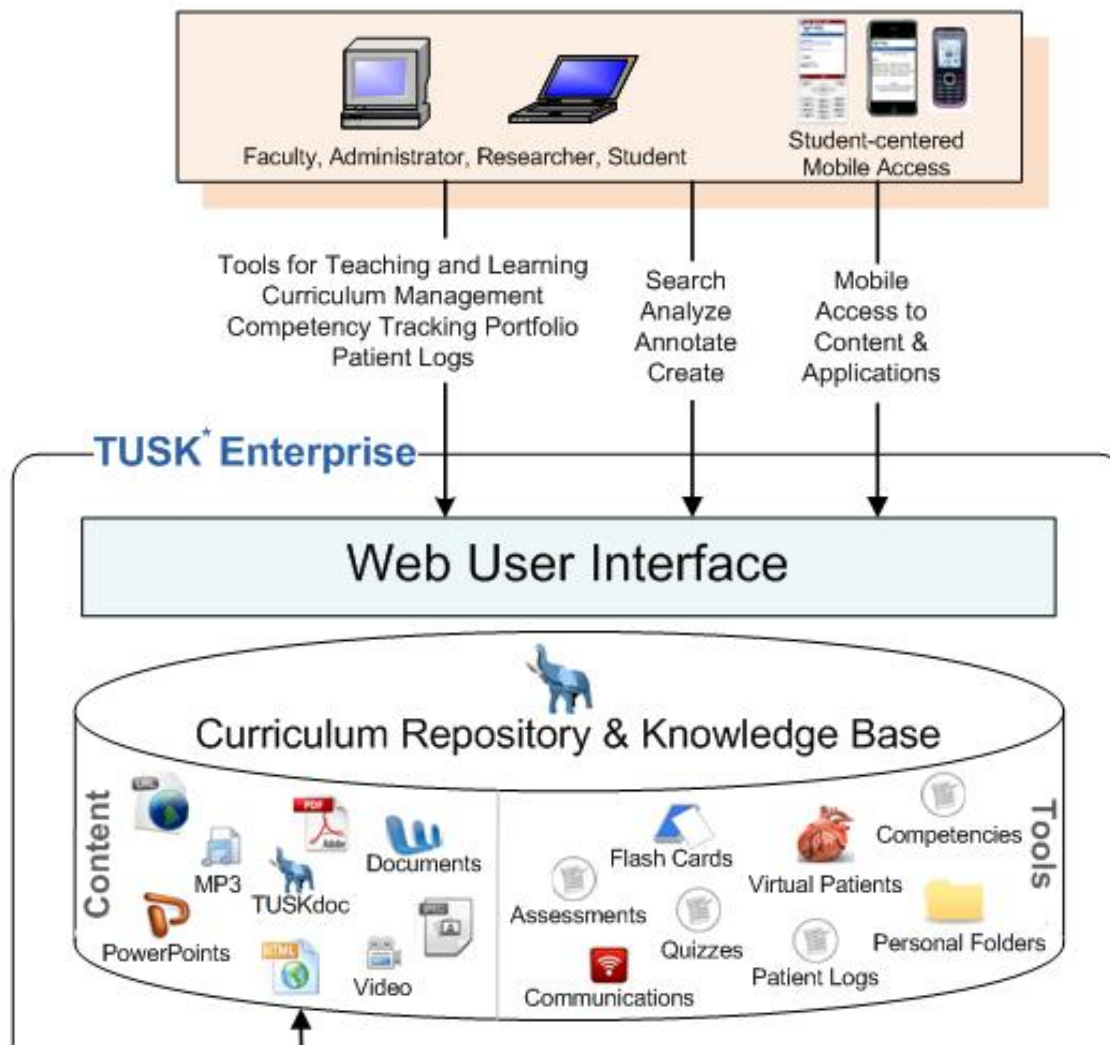
Enterprise Educational System



TUSK to Build and Deliver One Health Curriculum

- Tailored content management – shared repository
- Search, reuse, re-purpose
- Discussion across schools/disciplines
- Tracking competencies and mapping curricula across course/years and basic sciences/clinical





Emerging Infectious Disease





SEARCH RESULTS

Keyword: [Refine Search](#)
[New Search](#)
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 Include matching UMLS concepts

► Keyword = [emerging infectious disease]


Export: This Page | All

Displaying 1 - 10 of 856 results

Type	Document	Authors	Course	Linked Meetings	School
	Emerging & Re-Emerging Threats Infectious Disease ID: 954639 Created: 2010-02-10 Modified: 2010-02-10 Parent content: Global Health - Lecture Slides		HCOM504 (Bradshaw) Intro to Medicine		PHPD
	Emerging & Re-Emerging Threats Infectious Disease ID: 814971 Created: 2009-04-21 Modified: 2009-04-21 Parent content: Session 13-Global Health - Lecture Slides		HCOM504 (Bradshaw) Intro to Medicine		PHPD
	EMERGING INFECTIOUS DISEASE TAKE HOME POINTS ID: 1098102 Created: 2010-11-21 Modified: 2010-11-21 Parent content: 2010-2011 M13 Syllabus		Medical Microbiology/Infectious Disease		Medical
	EMERGING INFECTIOUS DISEASE TAKE HOME POINTS ID: 1098103 Created: 2010-11-21 Modified: 2010-11-21 Parent content: EMERGING INFECTIOUS DISEASE TAKE HOME POINTS		Medical Microbiology/Infectious Disease	Emerging Infections	Medical
	Emerging Infectious Disease Surveillance & Control ID: 995867 Created: 2010-04-15 Modified: 2010-04-15 Parent content: Disease Surveillance - Lecture Slides		Public Health		Veterinary
	11/25: Emerging infectious diseases ID: 679130 Created: 2008-08-07 Modified: 2008-11-23 Parent content: Course materials from 2008		MPH 224 Infectious Disease Epidemiology		PHPD
URL	Emerging Infectious Diseases - review of state and federal disease surveillance efforts ID: 179793 Created: 2004-11-04 Modified: 2004-11-04 Parent content: "Emerging" Infectious Diseases		Introduction to Zoological Medicine		Veterinary
URL	Emerging Infectious Diseases (journal) ID: 1048858 Created: 2010-09-21 Modified: 2010-09-21		MPH 224 Infectious Disease Epidemiology		PHPD
	Emerging (Infectious) Diseases ID: 664671 Created: 2008-04-24 Modified: 2008-04-24 Parent content: Conservation Medicine in Practice - Lecture Slides	G. Kaufman	Zoological Medicine		Veterinary
	Emerging (Infectious) Diseases ID: 519282 Created: 2007-04-26 Modified: 2007-04-26 Parent content: Ecosystem Health (Dr. Mark Pokras, Spring 2007) - Lecture Slides	M. Pokras	Introduction to Zoological Medicine		Veterinary

[NEXT >>>](#)

Avian Flu


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Home | Browse All Courses | Search | Manage Content

SEARCH RESULTS









Keyword: Refine Search
New Search
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Include matching UMLS concepts

► Keyword = [avian flu] Concepts = ["Influenza in Birds"]

Export: [This Page](#) | [All](#)

Displaying 1 - 25 of 496 results

Type	Document	Authors	Course	Linked Meetings	School
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 864910 Created: 2009-10-20 Modified: 2009-10-20 Parent content: Respiratory Virus-Updated - Lecture Slides	K. Heldwein	Medical Microbiology/Infectious Disease		Medical
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 1046884 Created: 2010-09-17 Modified: 2010-09-17 Parent content: Viral Diseases II - Lecture Slides		Infectious Disease		Dental
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 1045067 Created: 2010-09-16 Modified: 2010-09-16 Parent content: Viral Diseases II - Lecture Slides	K. Heldwein	Infectious Disease		Dental
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 864911 Created: 2009-10-20 Modified: 2009-10-20 Parent content: Respiratory Virus-Updated - Lecture Slides	K. Heldwein	Medical Microbiology/Infectious Disease		Medical
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 884557 Created: 2009-10-19 Modified: 2009-10-20 Parent content: Respiratory Virus - Lecture Slides	K. Heldwein	Medical Microbiology/Infectious Disease		Medical
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 876932 Created: 2009-10-13 Modified: 2009-10-13 Parent content: Viral Diseases II - 10/13 updated - Lecture Slides	K. Heldwein	Infectious Disease		Dental
	Why are humans so rarely infected with avian flu yet so easily with human flu? ID: 877746 Created: 2009-10-09 Modified: 2009-10-09 Parent content: Viral Diseases II updated - Lecture Slides	K. Heldwein	Infectious Disease		Dental
	Avian flu ID: 993216 Created: 2010-04-12 Modified: 2011-01-13 Parent content: Intro to Microbiology - 4-12-10 - Lecture Slides	E. Pothos	PHRM211 - Translational Pharmacology		Sackler
URL	Avian Flu ID: 535331 Created: 2007-07-17 Modified: 2007-07-17 Parent content: Readings: Emergency Preparedness/ Course Review Pandemic Flu for Session 7 exercise		CMPH140 Public Health Theory to Practice		PHPD
	Avian flu ID: 993217 Created: 2010-04-12 Modified: 2010-04-12 Parent content: Intro to Microbiology - 4-12-10 - Lecture Slides	E. Pothos	PHRM211 - Translational Pharmacology		Sackler
	Avian Flu in Pigs ID: 651913 Created: 2008-03-28 Modified: 2008-03-28 Parent content: Lecture 3: Wildlife Disease and Ecological Health - Lecture Slides	L. Maranda	International Veterinary Medicine		Veterinar



Case Studies

Chief Complaint - (PREVIEW)

Submit

You are working in a health clinic in the town of Siuna, a city of Nicaragua. As a volunteer, you wanted to assist local residents and see what life is like in other countries. Although you've only been here for a few days, the hospitality and friendliness of the Nicaraguan people is overwhelming. Many different people have come into the clinic seeking assistance. There have been locals that come in with the common cold, as well as tourists who have the stomach flu.

Today, a young coffee farmer from Coperna comes into your clinic after feeling sick for the past 10 days. He introduces himself as Jose and tells you that he's been feeling tired, his muscles ache, his joints are sore, and he's had a fever for the past few days. Unable to continue working, he decided to come to the clinic to get better.

What would you write down on Jose's chart as his chief complaint?

Map of Nicaragua

Image Zoom



Submit

Case Overview: The purpose of this case study is to gain a broad understanding of the biology, treatment, prevention and epidemiology associated with "fever in the field". Presenting with such a fever is often indicative of common infectious diseases that may occur in tropical locations.

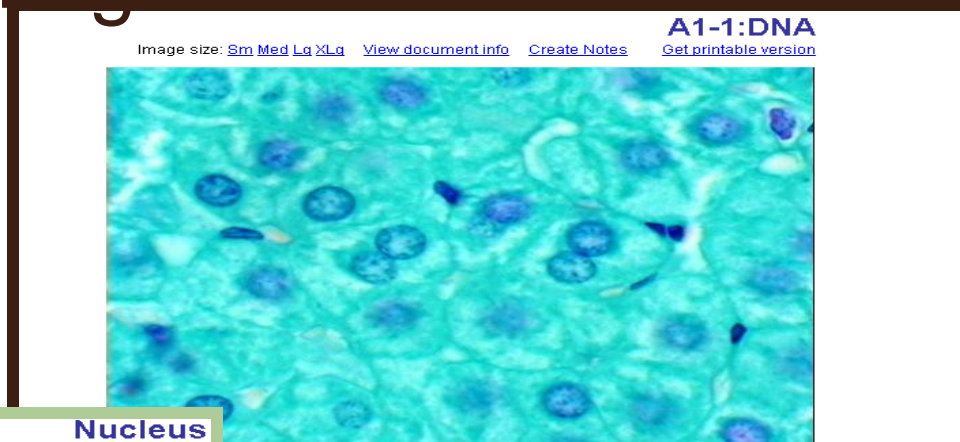
Objectives: After completing this case, the student should be able to distinguish malaria from other infectious diseases that may present with similar symptoms.

The student should have a general idea of the epidemiology of malaria.

The students should have a basic knowledge of the parasitology and pathophysiology of malaria in order to gain an understanding of how the infectious disease is transmitted and subsequently how this infection affects the body.

Understanding treatment options and preventative interventions are important components of eradicating present and future occurrence of malaria. Students should be aware of such treatment plans and preventative measures.

Histology image used across three schools



Nucleus
View document info Create Notes PDF: 2 6 slides/page

Linked Documents

Type	Document
	Nucleus, Organism
	A1-1:Nuclei, Liver, Feulgen Rxn
	A1-5:Nuclei, Liver, Feulgen Rxn
	A3-1:Nuclei, Liver, Tol. Blue

Feulgen Rxn
View document info Create Notes PDF: 2 6 slides/page

Linked Documents

Type	Document
	A1-1:DNA

Authors
A. W. Gustafson
A. W. Gustafson
A. W. Gustafson

Cytology & Liver Pigments
View document info Create Notes PDF: 2 6 slides/page

Linked Documents

Type	Document
	A1-1:DNA
	A1-1:Liver, Feulgen & Toluidine Blue
	Light Micrograph of Liver
	Higher Magnification of Liver Cells

Authors
Thomas F. Linsenmayer, Ph.D.
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T. F. Linsenmayer
T. F. Linsenmayer

Online Discussions Across Disciplines/Schools/Continents

MANAGE DISCUSSIONS

Time Period: Fall 2007 (2007-2008)

Change Time Period:

[New Discussion](#)

Sort Discussion Boards Available

- 1 MPH241 Biology of Water and Health - Make Discussion #1
- 2 MPH241 Biology of Water and Health - Point Treatment - Makerere Tufts #2
- 3 MPH241 Biology of Water and Health - Sugg Discussions

Discussions Help Search Blog Messages Options

Board Courses / MPH 222 (Tybor) Survey Research Methods - Spring 2011 Discussion

[Add Topic](#) [New Posts](#) [Unread Posts](#) [Flagged](#) [Info](#)
[Options](#) [Members](#) [Groups](#) [Delete](#)

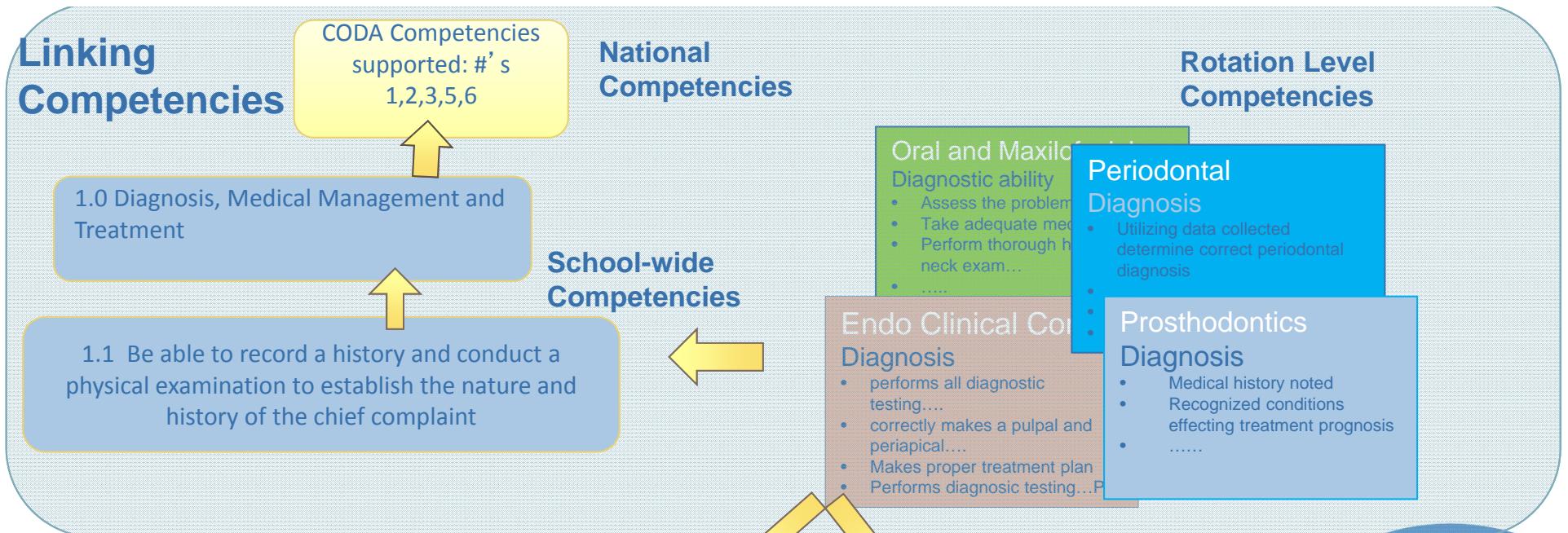
Topic	Views
<input checked="" type="checkbox"/> Class 3 Discussion - Q1 BRFSS in a border camp	29
<input checked="" type="checkbox"/> Class 3 Discussion - Q4: HMO patient satisfaction	27
<input checked="" type="checkbox"/> Class 3 Discussion - Q3: PhysAct and Institutionalized Pop	11
<input checked="" type="checkbox"/> Class 3 Discussion - Q6: Drug Use	19
<input type="checkbox"/> Class 3 Discussion - Q5: Childcare Facilities	22
<input type="checkbox"/> Class 3 Discussion - Q2: PhysAct and Institutionalized Pop	34
<input type="checkbox"/> Class 3 Discussion - Blackberries	12
<input type="checkbox"/> Class 3 Discussion - Q7: Adults over 70	9

School wide competency Page

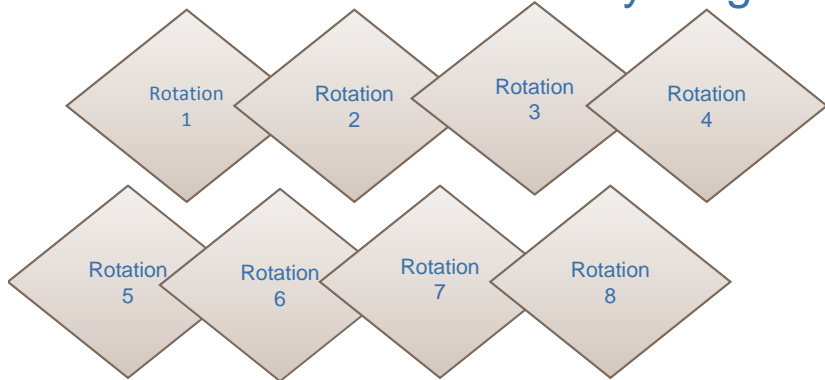
Add Root Competency

Title	Description	Type(s)	Actions
<p>✚ Knowledge of disease and the role of research in its' understanding</p>	<p>The graduate veterinarian must possess the basic knowledge of disease etiology and pathophysiology and tissue response to injury to practice independently.</p> <p>The graduate veterinarian must understand the value of basic and clinical research in advancing knowledge of disease pathophysiology and tissue responses to the practice of high quality veterinary medicine</p> <p>The graduate veterinarian must be able to acquire and synthesize information in a scientific, critical and effective manner.</p>		<p>Modify Add Child</p>
Disease pathophysiology		Foundational knowledge and abilities	Modify Add Child
Disease etiology and transmission		Foundational knowledge and abilities	Modify Add Child
Normal structure and function of tissues		Foundational knowledge and abilities	Modify Add Child
Be able to evaluate the validity of claims related to benefits or advantages of products and techniques		Supporting competency and learning objective	Modify Add Child
Be able to regularly assess one's own knowledge base and seek additional information to correct deficiencies		Supporting competency and learning objective	Modify Add Child
Be able to list and prioritize causes of common medical and surgical diseases		Supporting competency and learning objective	Modify Add Child
Be able to describe the pathophysiology of common medical and surgical diseases and conditions		Supporting competency and learning objective	Modify Add Child
Be able to use current technology to retrieve and organize professional information from all sources		Supporting competency and learning objective	Modify Add Child

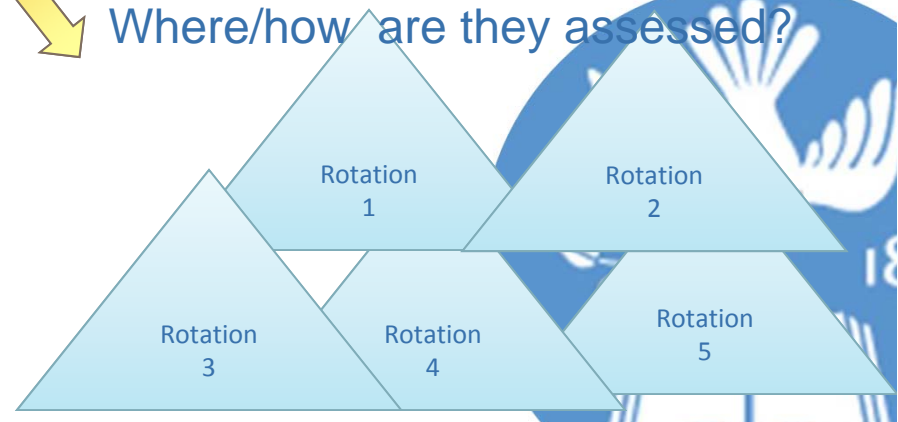




Where are they taught ?



Where/how are they assessed?



Share Content Across Schools

CMS Home | Course - Ophthalmology (318)

EXPORT COURSE

Determine Course Span (Optional)

Start Date:

End Date:

IMPORT COURSE



Course Content Package:

Select Course Content

Content Title	Action
<input checked="" type="checkbox"/> Ophthalmology Syllabus	preview
<input checked="" type="checkbox"/> Ophthalmology Ophthalmic Images [Set 1 - Disc 1]	preview
<input type="checkbox"/> Lecture Slides	
<input type="checkbox"/> Macropalpebral-fissure	preview
<input type="checkbox"/> Entropion—lower-lateral-eyelid	preview
<input checked="" type="checkbox"/> Hotz-Celsus entropion surgical repair	preview
<input type="checkbox"/> Neonatal entropion—Shar-pei-puppy	preview
<input type="checkbox"/> Tacking-sutures—temporary-entropion-repair	preview
<input checked="" type="checkbox"/> Ectropion OU	preview
<input type="checkbox"/> Trichiasis—diagram	preview
<input checked="" type="checkbox"/> Nasal fold trichiasis	preview
<input type="checkbox"/> "Pocket-flap"—medial-canthoplasty (Part-1)	preview
<input type="checkbox"/> "Pocket-flap"—medial-canthoplasty (Part-2)	preview
<input type="checkbox"/> Upper-eyelid-trichiasis-associated-with-misaligned-eyelid-laceration	preview
<input type="checkbox"/> Upper-eyelid-agenesis-in-a-cat	preview
<input type="checkbox"/> Upper-eyelid-trichiasis	preview

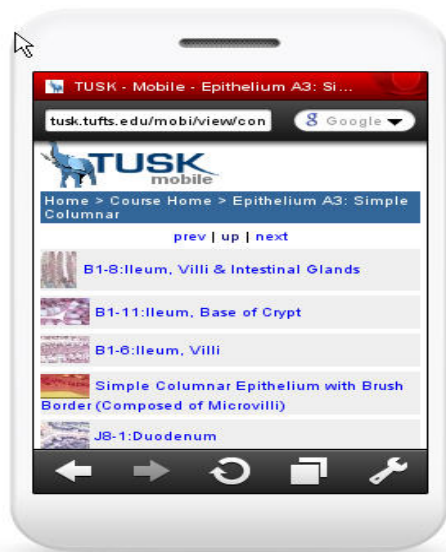
Select content to export

Import to new system



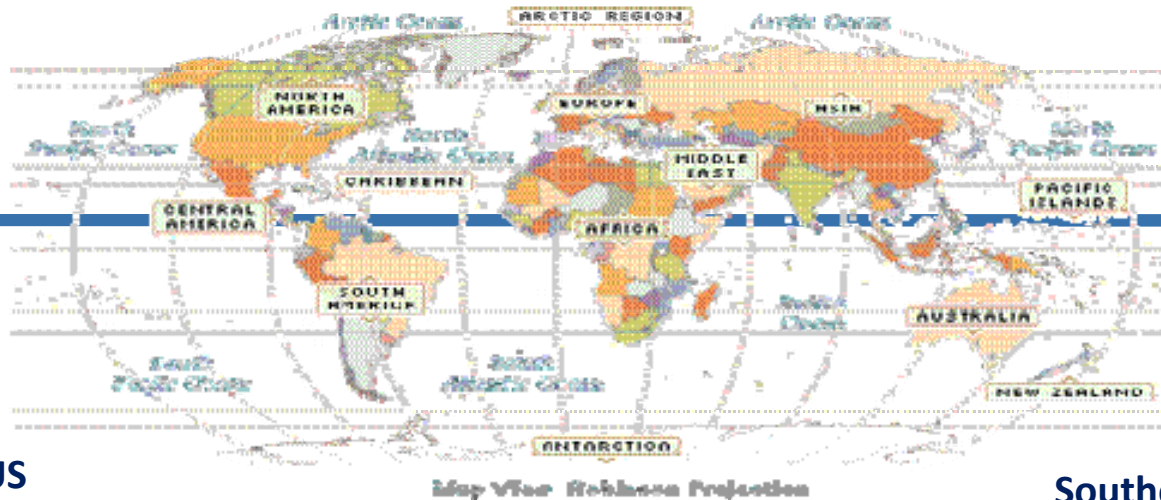
Access in the Field via Mobile Phone

Slide Collection



Individual Slide





US

University of Arizona
 New York Medical College
 U. Hawaii
 Einstein Medical School
 University of Arizona
 Tufts (Medical, Dental,
 Vet., Graduate Biological Sci's)

Africa

Uganda
 DRC
 Kenya
 Tanzania
 Ghana
 Ethiopia
 Rwanda

Southeast Asia

India
 Vellore
 Bangalore
 Thailand

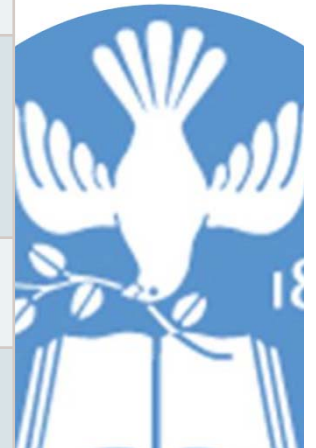
Middle East:

Saudi Arabia



RESPOND (EPT)

Country	School – including at minimum SPH and Vet	Status
Uganda	Makerere University	In use
Democratic Republic of the Congo	University of Kinshasa University of Lubumbashi	French TUSK Installed - Trained
Rwanda	National University of Rwanda Umutara Polytechnic University	Servers being installed and training has just taken place
Ethiopia	Mikelle University Jimma University	Not Yet installed
Nairobi	University of Nairobi Moi University	Installation complete Training in progress



Internationalization of TUSK

UNIVERSITÉ DE KINSHASA
TANGA

Aide Contact A propos de Mobile

Nom d'utilisateur :

Mot de passe :

Connexion Accès d'Invité

A oublié votre mot de passe ?

Tanga est un système multimédia dynamique de gestion de connaissances pour appuyer les professeurs et les étudiants dans l'enseignement et l'apprentissage à l'UNIKIN. Tanga constitue un portail pour un ensemble de connaissances intégrées et de possibilités pour organiser individuellement une grande quantité d'information sur la santé à travers des cours et des applications en ligne.

Webmail ↕

Release : 4.1.0



RESPOND Lessons Learned

- OpenTUSK (the open source version of TUSK) is new
- Training targeted to use cases and local needs
- Work closely with Dean and faculty leadership to foster implementation
- Internationalization of software is an extremely complex process



Challenge for the Future

- Pursue organization of universities using TUSK for local support and development
- Continue to work closely with Tufts and other TUSK-developing institutions for future development
- Pursue cloud-based software as a service



Acknowledgements

- National Library of Medicine
- US Dept of Agriculture
- The William and Flora Hewlett Foundation
- Anonymous Foundation
- USAID | RESPOND
- The leadership at each of the Partner Schools and Universities
- OHCEA



Thank You!

<http://opentusk.org> – for more information
Or contact tusk@tufts.edu

